



CHBS Canopy

Inclusive Excellence

Volume 2 | Issue 6 – November 6, 2023

CHBS IE Highlight

Congratulations to Dr. Argenbright!

School of Nursing faculty member **Dr. Christine A. Argenbright** was inducted as a *Fellow in the American Academy of Nursing* on October 7th. The American Academy of Nursing's approximately 2,900 Fellows are nursing leaders in education, management, practice, and research. The academy aims to improve health and achieve health equity by impacting policy through leadership, innovation, and science. Dr. Argenbright's efforts within the college support her induction as a Nursing Leader Fellow, where her IE efforts lift others. Beyond being the DNP/MSN Leadership Program Coordinator in the School of Nursing, Dr. Argenbright coordinates the SON's study abroad trips in global nursing health leadership for graduate students to the Cayman Islands and serves as part of the CHBS LEAD Fellows planning committee.



CHBS Leader Training

For the last two years, CHBS formal and informal leaders have participated in specialized training opportunities to better prepare them for meeting our stated strategic goal two:

The College of Health and Behavioral Studies will work to identify and dismantle oppressive, racist, and discriminatory policies, practices, and processes, thereby moving the college into inclusive excellence and promoting a CHBS culture in which every member can flourish.

Leadership training has been part of our culture of change and preparedness as we build college-level elements of inclusive excellence. Better-prepared leaders are more able to support faculty and staff, and to deal with issues of tension as these may arise in various areas.

Sexual harassment was one of the major identified areas of concern from the JMU Climate Study Report. Sexual harassment falls under JMU policies related to Title IX, best known for the inclusion of women in sports. The Climate Study results suggest that members of the campus community can brush up on their knowledge of the policies and their skills for engaging students should these concerns arise.

In October, CHBS leaders participated in a facilitated discussion on trauma-informed responses to Title IX concerns and reports conducted by an external facilitator. CHBS faculty and staff can look forward to a Title IX training update next semester as part of our Professional Learning Community sessions. All faculty and staff are encouraged to participate in support of our preparedness and building a sense of belonging for our students and selves within the college. We will announce the date, time, and location soon.

AMERICAN INDIAN HERITAGE MONTH

The Osage Nation Murders

It often takes a movie to bring attention to the stories of Indigenous People, often told not from their perspective. *Killers of the Flower Moon* seeks to provide the story of the Osage Nation murders from their perspective. A nearly three-hour saga told by Martin Scorsese, who co-wrote the screenplay from the 2017 book by David Grann, attempts to be as true to the story as told by the Nation of people who experienced these horrors. In filming Scorsese, explained the importance of his in-depth efforts to be closer to the Osage community's remembrance of these events, including learning the language, gaining permission from the Osage Nation, having the Osage and other Indigenous community members participate in front and behind the camera, and lead actress, Lily Gladstone, of Piegan Blackfeet, Nez Perce and European heritage who grew up on the reservation of the Blackfeet Nation.

The Osage Nation land, now known as part of Oklahoma, was considered worthless until oil was found in the late 1800s. Members of the Osage Nation earned federally mandated “head rights”, quickly making them wealthy people. “(W)hite interlopers, who manipulated, extorted, and stole as much Osage money as they could before [resorting to murder.](#)”



In May 1921, the decomposed body of Anna Brown, an Osage woman, was found with a bullet in the back of her head, with this death remaining unsolved for nearly ten years. Within two months, her mother died suspiciously, and later her cousin was shot and killed. Anna’s sister and brother-in-law were killed when their house was bombed in 1923. Anna’s remaining sibling, Mollie Burkhart, became stricken with an unknown illness. Lily Gladstone plays Burkhart, and the story emerges from her telling of these events of two dozen of Osage Nation members, and those who shared suspicions about these murders, also met this fate.

The Osage Tribal Council requested a federal investigation by the entity that would become the USA’s FBI. William Hale, a local cattleman, was found to be after the “head rights”, land, and wealth of the Osage family of his nephew, Ernest Burkhart, who married Anna’s sister Mollie. In that era, wealth was controlled by patrilineage, with nearly half a million headed to Ernest due to these deaths.

Read the story from the [Osage Nation](#) reporting, or the [FBI reporting](#), or the [movie version](#). Let us seek to understand the harm done to a peaceful People for the purposes of settler’s greed. [Settler colonialism](#) can be defined as a system of oppression based on genocide and colonialism that aims to displace a Nation's population (often Indigenous People) and replace it with a new settler population. When people are referred to as “settlers” from those who were not discovered but who were caretakers of the land who were invaded, it is not a compliment.

From another lens, discovery is often violent and filled with terrorism. Paulo Freire’s “*Historical Conditioning and Levels of Consciousness*,” published in 1921, identifies the “culture of silence” necessary for maintaining harm that the Osage Nation did not succumb to in reaching out for investigations by the FBI. The stories of dead relatives are told and kept alive by members of the Nation. While many refer to “lest we forget” in remembrance of war’s fallen, it is also essential to the survival of marginalized and oppressed people. If the minoritized do not tell their stories, even if only among themselves, the lessons of how quickly harm comes to a group, community, or population and how insidious oppression becomes, communities’ fates are lost. Book banning and laws of silence are current processes of silencing populations and why telling these stories, having cultural observances, or teach-ins become increasingly important.

In the 2004 Iris Young’s *Five Faces of Oppression*, we can witness some types of oppression the Osage Nation experienced during the movie’s highlighted era. We have the *opportunity* to see and understand through a historical lens in today’s world the connections to harm done to multiple groups due to marginalization, exploitation, cultural imperialism, and violence. This process seems to be repeated, yet we remain silent and unseeing. Are our young? Both of these perspectives are available in an [updated version](#). Let us consider how this connects to our teaching and research efforts. What lens frames our understanding of health and well-being? What systems remain and are maintained to silence other perspectives?

Reviewed by: *Dr. Lindsey A. Harvell-Bowman, Member of the Osage Nation*

The infographic features a central circular graphic with the text "HOW TO BE AN ALLY THIS NOVEMBER" and two feathers. It is surrounded by ten colored boxes, each containing a tip:

- Celebrate the triumphs of Native Americans today.¹
- Celebrate Native American culture in a respectful way.
- Advocate for the protection of sacred sites.
- Refrain from cultural appropriation.
- Ensure the voices of Native Americans are amplified.
- Use your privilege to help others.
- Seek to learn more than what you were taught in school.²
- Speak out against injustice.
- Do not claim to represent Native American culture.
- Know when to speak less and listen more.
- Support local tribes and learn what their needs are.
- Support organizations advocating for Native American communities.³
- Take time to learn about Native American history.
- Keep the conversation going.⁴
- Don't be afraid to ask questions.
- Insist on diverse candidates at work.⁵

^{1,2,3,4} <https://visionmakermedia.org/ally-for-native-voices/> | ⁵ <https://hbr.org/2020/11/be-a-better-ally>



- *According to NIH, American Indians and Alaska Natives attend post-secondary education at a rate of 17%, in comparison to 60% among the total U.S. Population.*

Speak Up Dukes was the theme of the university's climate study conducted in the Fall of 2021 by external consultants Rankin & Associates. A large team of JMU professionals and students from across campus worked with the consulting agency to develop the survey. This effort included two CHBS student representatives from Student Affairs and Academic Affairs. Following the final report, JMU formed the Climate Study Response and Implementation Team. You may learn more about their efforts to respond to results [here](#). This is a password-protected link to the report.

National Caregivers' Month

November acknowledges the many types and individuals who serve as caregivers for family members and friends. Many think of caregivers as providing care for older frail individuals. Caregivers, especially family caregivers, may provide full-time or part-time care, visit to make sure a person is eating and safe, or provide transportation to medical appointments or for shopping. Such acts are often to help individuals maintain independence.

There are many other types of caregivers.

- Persons who assist people with an emerging disability or chronic condition in their adjustment phase.
- Parents and older siblings for small children with compromised health.
- Parents, family members, or friends trying to care for persons with mental health or substance use concerns.
- Person providing financial assistance for the care of a family member or friend. This may come in the form of remittance home to another country.
- Older children or young adults who care for family or friends with chronic or impaired health status.

These examples may be represented in our college community. They may be the staff member needing time off to provide some of the caregiving functions or students repeatedly coming late to morning classes as they wait for paid caregivers or whose responsibility is to make sure morning care is provided.

Family caregivers are uncelebrated and financially uncompensated workers. What can we do to support them? Be kind. Recognize the tensions that may exist between home and work responsibilities. Provide support as requested. Be a good listener. This is how we foster a sense of belonging and care through these life challenges with our peers and students.

Pregnancy-related deaths of Black women and their babies

Linda Villarosa, NY Times Magazine journalist, was our speaker for the 2022-2023 Viewpoint on Health Series, talking about health disparities focusing on the routine occurrence of Black maternal and infant deaths in childbirth. [Her book](#) provides narrative, research, and suggests an emphasis on healthcare system changes to improve outcomes. Many learned about tennis star Serena Williams' story of almost losing her life in childbirth because medical personnel did not listen or respond to her needs. Villarosa also pointed us to the concept of "weathering" researched by Dr. Arline T. Geronimus, pointing us to her now published book, [Weathering: The Extraordinary Stress of Ordinary Life in an Unjust Society](#). [Dr. Geronimus](#) explores the ways in which systemic injustice erodes the health of marginalized people. You may [hear a discussion](#) between Villarosa and Geronimus on the Harvard Bookstore Channel.

As we think about health disparities and the social determinants of health this year, let us not forget to incorporate this knowledge into our teaching and learning efforts. This one-time presentation provided a catalyst for us to become action forward in building a health and behavioral health workforce with a deeper understanding of their role in making sure every patient or client is afforded the opportunity of high-quality compassionate care. Three-time Olympian Tori Bowie died in June in childbirth. Her teammate Tianna Madison wrote on [Instagram](#), “THREE (3) of the FOUR (4) of us who ran on the SECOND fastest 4x100m relay of all time, the 2016 Olympic Champions have nearly died or died in childbirth.” CNN anchor [Laura Coats](#), briefly talks about her near-death experience in childbirth, providing us again with anecdotal evidence that if you listen to Black women, you will hear this concern is not related to a lack of economics, education, or healthcare access. [NPR](#) addressed this continuing crisis this summer. As we recognize that Black maternal death rates are continuing to rise, we must take our Viewpoints on Health learning and pass this to our students in building more culturally responsive health and behavioral health providers.

Gender-affirming Care: A Brief Introduction

On February 29, 2023, CHBS will be hosting our annual *Viewpoints on Health Series* with an external speaker who will focus on gender-affirming care. More information about this event will be forthcoming. As preparation, the Canopy will focus on brief information about gender-affirming care.

According to the [World Health Organization](#), gender-affirming care is “designed to support and affirm an individual’s gender identity”. This may conflict with the dichotomous categories of assigned sex (M/F), typically determined by external anatomy or visual biology. Over decades, research has illustrated that what is visual is not the sole determinant of one’s gender identity, although, historically, physicians assigned a sex based on this visual method. Our understanding of assigned sex (birth sex /biology/phenotypic sex) and gender (a combination of emotional, psychological, experienced, and physical representation) has made way for the acceptance of variations that have always existed, just not culturally accepted widely. Through a gender-affirming lens, individuals are not viewed as defective in need of repair, which was the approach to care in earlier years.

A holistic stance affirms who and how individuals see and experience themselves despite outward physical manifestations. In other words, if a person experiences themselves as different from their assigned sex, the stance should be to support individuals through self-discovery. Despite many efforts, research has shown we can’t force people to be other than themselves.

Some may be familiar with John Money’s (a Johns Hopkins hospital psychologist) controversial research study about gender reassignment ([The John/Joan Case](#)) of the late 1960s. [David Reimer](#) was an identical twin who was born a biological male and suffered genital damage as an infant during the circumcision procedure. Money encouraged the parents to raise him as a girl (Brenda), and reassignment surgery was performed on the infant over the course of years. Money tracked both children in his infamous and unethical twin studies. Despite the family’s and Money’s efforts, “Brenda” never emerged with girlish behaviors or expected female traits. Reimer later reported extreme distress with gender dysphoria as “Brenda” was bullied by other children for masculine traits. This was despite hormones, dressing as a female, or therapy to enhance female traits or behaviors. As an adolescent, Reimer rejected the assigned gender to live as a male. He lived with severe depression until he died by suicide at the age of 38.

Gender-affirming care comprises a range of social, psychological, behavioral, and medical interventions that may assist transgender, transgender-identifying, and non-binary individuals in aligning the emotional, interpersonal, and biological aspects of their lives. Gender identity can run along a continuum or not, and may be viewed as fluid ([The American Psychiatric Association](#) - APA). Care for this population has evolved over a hundred years. Yet, it is still considered in its infancy as more professions, individuals, and communities develop greater sensitivity to the needs of transgender, non-binary individuals. Researchers and practitioners like Karl Ulrichs, John Money, Magnus Hirschfeld, David Oliver Cauldwell, and Harry Benjamin have contributed to our evolving understanding of this field. You may find some definitions to assist in your

understanding provided by the APA [here](#); recognizing many definitions helps us understand aspects of biology and psychological well-being at this point in time.

Why is gender-affirming care important?

Individuals who identify along the gender spectrum, especially non-binary, transgender, or trans-identified people, can face greater societal stigmas, traumas, discrimination, and violence. Internally, shame, anxiety, depression, and self-hate may develop where acceptance and self-love are denied. Attempting to “remake” a person within assumed societal standards harms the individual. Instead, we are challenged to learn more and to lessen harm occurring to transgender, non-binary people. According to the [Williams Institute](#) of UCLA Law School, transgender individuals are four times more likely than cisgender individuals to experience violence. This includes simple assault, sexual assault, rape, and extreme violence. Most victimized transgender people report feeling crimes are more often hate crimes and, in general, seldom report violent experiences to the police. In a Johns Hopkin’s [qualitative study](#) of trans women of color, participants reported that violence was due to their intersecting identities (race, gender, immigrant), identifying the perpetrators as housemates, family members, partners, police, EMTs, and general public cis-men. YouTube videos of harm magnify and illustrate the brutality of victimization of trans women of color. Transwomen are often not safe at home or conducting routine life activities.

Pronouns = Pro-Health

3 Best practices for supporting transgender youth

Studies show that transgender youth who experience stigma around their gender identity in healthcare settings are more likely to miss appointments and avoid healthcare settings.* Here are three key recommendations for caring for transgender youth

- 1 Stigma-Free Starts with the Staff!**
A negative experience related to a patient's gender identity is about more than the provider! All staff members, from nurses to receptionists, need to be trained on transgender identities and issues.
- 2 Make No Assumptions!**
Transgender youth are diverse in terms of their gender, sexual orientation and partners, and their sexual activity. Never assume anything about a patient's desired care or behaviors based solely on their gender identity.
- 3 Intake Forms Set the Tone**
Intake forms should have options for chosen name, pronouns, and gender identity. A transgender friendly intake form will set the tone for a comfortable visit and a positive provider-patient relationship!

Reisner, Sari L. et al. "Characterizing the HIV Prevention and Care Continuum in a Sample of Transgender Youth in the U.S." AIDS and Behavior 21:12 (2017): 3322-3327. PMC. Web. 20 Dec. 2017.

November 20, 2023



New University Resource

Responding to Online Intimidation

Please be aware of this resource should you or a peer experience online bullying and “outing” resulting in unwanted media attention or email bombardment. The page reads –

These resources and recommendations are intended to support faculty and staff in the Division of Academic Affairs who experience intentional targeting, intimidation, threats or similar attacks from persons and groups outside the university for statements, activities or content shared in the course of their regular professional work. Some of this information may be helpful in the event of an internal attack, as well.

Please take time to familiarize yourself with these resources as quick action is a factor in stopping negative behaviors. Other resources on this topic that might help in your preparation:

The Pew Research Center’s 2023 Report on Online Harassment <https://www.pewresearch.org/internet/2021/01/13/the-state-of-online-harassment/> which provides useful context. Earlier reports can be found using the search tool.

Special thanks to Dr. Meg Mulrone and team for persevering to have this information available for staff and faculty.

Training Opportunities

Final Semester PLC

Developing an Inclusive Learning Environment with UDL-informed Design (Hybrid)

JMU Instructional Design Team
November 7, 2023, 1:45 – 2:30 p.m.
HBS 5040

The session will provide a basic introduction to the LAUD self-paced Canvas site. Participants will be provided examples of universal design strategies and tools developed by the JMU Instructional Design Team to illustrate use in faculty efforts.



EVENTS

30+30: Awareness to Action Inclusive Future Tour

Leading public updates to demonstrate current levels of accessibility, belonging, equity, diversity, inclusion activity, celebrate the champions involved, and invite information exchange toward continuous improvement; amplifying the power of our community’s collective intelligence, expertise, and skill.

University Paralympic Sport Education and Awareness: Informing Perceptions and Promoting Inclusivity

Monday, November 6, 2023, 1:00 – 2:00 p.m.

[For more information](#)

Furious Flower Reading Series: Tawanda Mulalu

Thursday, November 9, 2023

5:00 PM - 6:00 PM

The Union, Warren 256

Sponsored by: *Furious Flower Poetry Center and CMSS*



Award winning poet, Tawanda Mulalu, born in Botswana, reading will be lived streamed on the Center’s Facebook page.

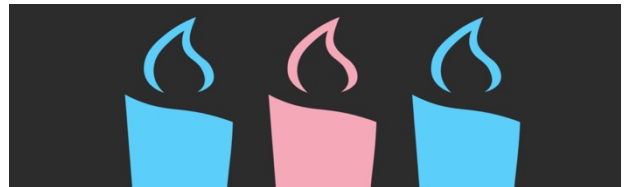
Trans Remembrance Day on Campus

November 16, 2023

10:00 AM - 3:00 PM

Success Center 107

Sponsored by SOGIE



Dr. Wendy Borlabi, NBA Sports Psychologist: Balancing the Work/Life Balance of Coaching

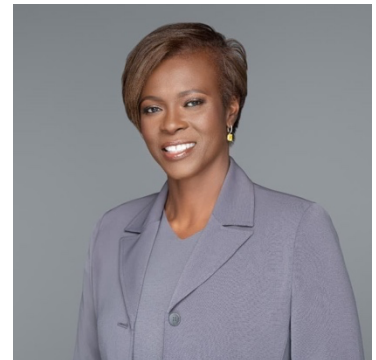
Part of the Inclusive Community Series

Thursday, November 16, 2023

1:00 PM - 4:45 PM

Wilson Hall Auditorium

Sponsored by Strategic Initiatives and Global Affairs



[Dr. Borlabi](#) currently works with the Chicago Bulls. At James Madison University (JMU) she worked for five years as the liaison between athletics and the Counseling and Student Development Center (CSDC). In those five years, she began the sport psychology services for the student-athletes, coaches and athletic department. In addition, she facilitated the development of the sport psychology department as a division of the JMU athletic department. Her podcast is [here](#).